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ABSTRACT

This document presents the regulations for school guidance programs for use with students in kindergarten through grade 12 in the state of Delaware. Included with the regulations are a set of guidelines intended to be a model to assist local districts in implementing the regulations. A philosophy statement notes that the counseling and guidance services and programs are based on the assumptions that each student is a unique individual capable of achieving self-sufficiency in problem solving and decision making; that each student has a right to a nurturing environment which provides an opportunity for personal/social development within the school community; and that each student has the potential to develop a sense of self-worth through the enhancement of self-esteem. The K-12 guidance and counseling program is described as developmental, preventive, and remedial, and as revolving around the domains of Personal/Social Development, Academic Development, and Career/Life Planning. Following a description of the regulations, guidelines are offered for implementing regulations in the three domains at the elementary, middle school/junior high school, and high school levels. The document concludes with a set of suggested procedures for coordination of services between the school and community and a set of suggested procedures for information services. (NB)

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REGULATIONS AND GUIDELINES FOR K-12 GUIDANCE PROGRAMS

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Delaware Department of Public Instruction
Dr. William B. Keene, Superintendent

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STATE DEPARTMENT OF PUBLIC INSTRUCTION
DOVER, DELAWARE

REGULATIONS AND GUIDELINES FOR K-12 GUIDANCE PROGRAMS

Clifton Hutton
State Supervisor of Guidance
and Pupil Personnel Services

MARCH 1990

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SUPERINTENDENT'S MESSAGE

Nearly every recent study relating to school effectiveness has identified the need for organized counseling programs, which assist students to develop positive self-esteem and to be successful in school. The need is amplified by the changing family, teen pregnancy, substance abuse and other societal problems. Counselors are now being asked to assist with curriculum, conduct placement and follow-up activities, do special population testing, and link with business and industry people. They are also expected to continue activities such as crisis counseling, consulting with teachers and parents, classroom guidance activities, testing, and scheduling as well as administrative and clerical duties.

Counselors and administrators have both been less than satisfied with guidance programs which are made up of a group of ancillary services, rather than being a planned and defined comprehensive program which is developmental in nature. The guidance program must be clearly defined in order to evaluate its effectiveness and to assure that counselors are accountable for delivery of the services.

It is for these reasons that the Regulations for K-12 Guidance Programs and the accompanying Guidelines for K-12 Guidance Programs have been developed. The Guidelines are intended to be a model to assist local districts in implementing the regulations. In addition, technical assistance will be made available through the Department of Public Instruction.

This is intended to be a positive step toward helping schools provide effective school counseling programs for all Delaware students.

William B. Keene
State Superintendent of Public Instruction

PHILOSOPHY

Basic to counseling and guidance is the belief in the unique qualities and rich potential inherent in each individual. Therefore, the focus, direction, and purpose of a guidance program is on the student. The counseling and guidance services and programs are based on the following assumptions:

- -that each student is a unique individual capable of achieving self-sufficiency in problem solving and decision making;
- -that each student has a right to a nurturing environment which provides an opportunity for personal/social development within the school community;
- -that each student has the potential to develop a sense of self worth through the enhancement of self esteem.

The nature of a K-12 guidance and counseling program must be developmental, preventive, and remedial. Within this framework, guidance is viewed as a continuous process and must be an integral part of the total educational program. Developmentally based, the program revolves around three domains: Personal/Social development, Academic development, and Career/Life Planning.

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REGULATIONS FOR K-12 GUIDANCE PROGRAMS

REGULATIONS FOR K-12 GUIDANCE PROGRAMS

The purpose of these regulations is to provide a framework for a K-12 developmental guidance program. These programs should be planned and coordinated to emphasize the development of positive self-esteem, the development of activities to promote academic/career and personal/social growth, and to encourage economic and social self-sufficiency. This requires the coordination of support services within the school, district, and community.

I. Each school district in Delaware shall have a written plan describing the guidance program for the district which is reviewed periodically and updated at least every five years.

   A. The plan shall be submitted to the Department of Public Instruction, Instruction Division, for review prior to the implementation date of September 1, 1991. Any changes or revisions to the district plan shall be submitted to the Department of Public Instruction, Instruction Division, as they occur.

II. The district guidance plan shall be a written description of a sequential program of services and activities to be available to all students in grades K-12.

   A. The plan shall address the needs of students in the areas of personal/social development, academic development, and career/life planning.

   B. The plan shall systematically include as part of the total program any existing specialized services such as the Career Guidance and Placement Counselor, drug and substance abuse counseling, peer counseling, crisis counseling, and other counseling related programs.

   C. The plan shall identify an individual to coordinate the guidance program within the district for all grade levels.

   D. The plan shall describe the involvement and responsibilities of counselors, administrators, specialists, and parents in the guidance program.

   E. The plan shall describe the working relationships of school counselors to other specialists.

   F. The plan shall provide for the involvement of a district level advisory committee which includes parents, district teachers and/or staff members, counselors from each level of education, administrators, students, representatives of business and industry, and agencies which provide support services for district children.

G. The plan shall include procedures for coordinating school counseling services with agencies and community groups which provide services for children.

H. The plan shall include a job description for each counselor which reflects the activities and services described in the guidance program.

I. The plan shall include a method of evaluating the program which enables counselors to determine their effectiveness in terms of both process and outcome.

J. The plan shall describe services for all students including special needs students and those identified as being at risk.

GUIDELINES FOR K-12 GUIDANCE PROGRAMS

GUIDELINES FOR K-12 GUIDANCE PROGRAMS

A major purpose of the guidance program is to help students develop the competencies necessary to make personal choices from relevant alternatives with a greater understanding of their own values, interests and abilities. The K-12 program should be organized in such a way that it provides a supportive environment which is recognized as interrelated with, yet distinct from, the total educational program.

A comprehensive guidance program, along with its services, should be directed at the developmental requirements of students and should help counselors, teachers, administrators, and parents to work with students in the following three domains:

1. Personal/Social Development
   Students, given appropriate opportunities, will be capable of understanding themselves, their effect on others, and of integrating this self understanding into a realistic and positive self-concept.

2. Academic Development
   Students, given appropriate opportunities, will understand their potential, will know and evaluate educational opportunities, and will make well-informed educational decisions.

3. Career/Life Planning
   Students, given appropriate opportunities, will develop skills which will assist them in choosing realistic career goals and will enable them to ultimately take responsibility for the direction of their own lives.

The following program guidelines are intended to enable counselors and their fellow educators to address needs of students related to these three domains.

I. ELEMENTARY GUIDANCE PROGRAM GUIDELINES

Guidance programs in the elementary school should include the following activities which are designed to address the three domains described earlier in this document--Personal/Social development, Academic development, and Career/Life planning. The program need not be limited to these activities.

A. Implementing: Personal/Social Development

1. Individual Counseling:
   a. Assess and analyze the student's level of functioning regarding social and personal development, particularly areas of self-esteem.
   b. Assist and clarify needs for social and personal growth.
   c. Share options and alternatives to satisfy needs.
   d. Monitor growth and re-evaluate progress where necessary.
   e. Intervene in crisis situations.
   f. Assess the need for outside resources or referral.
   g. Involve parents when appropriate.

2. Small Group Counseling:
   a. Specify an area of need and concern specific to the school population.
   b. Select appropriate group members.
   c. Facilitate and direct group objectives.
   d. Analyze and evaluate the group's effectiveness.
   e. Involve parents and teachers when necessary.
   f. Provide follow-up for re-evaluation.

3. Self-Esteem Enhancement:
   a. Assess individual levels of self-esteem.
   b. Coordinate staff activities related to improving student self-esteem.
   c. Develop individual and group programs addressing low self-esteem.
   d. Consult with parents and teachers on effective methods to improve self-esteem.
   e. Involve parents in self-esteem activities.

4. Classroom Developmental Guidance:
   a. Provide a developmentally based, sequential guidance program to classrooms.
   b. Coordinate activities and services from outside agencies and groups who provide programs to the school relating to guidance.
   c. Involve staff in the classroom program.

5. Outreach/Referral
   a. Consult with outside agencies and referral sources on student progress.
   b. Consult with parents and teachers when outside referral is necessary.
   c. In-service staff on signs of possible referral cases. ex: suicide, abuse.
   d. Maintain contact with medical personnel on referral health concerns. ex: stress, obesity.

6. School Climate Programs
   a. Coordinate activities and programs which increase the sense of belonging in the school.
   b. Coordinate activities and programs which increase self-esteem, pride, and responsibility.
   c. Facilitate and promote success oriented experiences in the school.

B. Implementing: Academic Development

1. Individual counseling related to educational development:
   a. Testing and evaluation of student's ability and achievement.
   b. Placement in appropriate academic programs.
   c. Monitoring educational progress.
   d. Clarification and assessment of educational directions.
   e. Assess student need or progress in special placements--special education, Chapter 1.
   f. Review student's educational history for early interventions for child at risk.

2. Small Group Counseling:
   a. Identify academic needs and when appropriate provide topics related to improved academic performance. ex: study skills, organizational skills, etc.
   b. Recommend alternatives to parents and teachers for low achievers.
   c. Plan intervention strategies for child at risk.

3. School Programs:
   a. Assist in the development of success experiences in academic achievement. ex: Honor Roll, positive rewards, recognition programs.
   b. Assist with the State Testing program when appropriate.
   c. Encourage staff to develop consistent academic expectations.

4. Consultation on Educational Issues:
   a. Retention.
   b. Attendance.
   c. Homework.
   d. Academic placement.
   e. Children at Risk.

5. Outreach/Referral
   a. Consult with outside agencies and referral sources on student progress.
   b. Consult with parents and teachers when outside referral is necessary.
   c. In-service staff on signs of possible referral cases. ex: suicide, abuse.
   d. Maintain contact with medical personnel on referred health concerns. ex: stress, obesity.

6. School Climate Programs
   a. Coordinate activities and programs which increase the sense of belonging in the school.
   b. Coordinate activities and programs which increase self-esteem, pride, and responsibility.
   c. Facilitate and promote success oriented experiences in the school.

C. <u>Implementing: Career and Life Planning</u>

1. Group Guidance:
   a. Develop career awareness programs, consistent with age needs.
   b. Link academic/curriculum options to career/life awareness.
   c. Assess academic and personal talents.

2. Consultation:
   a. Involve parents in career awareness activities.
   b. Organize and develop staff related activities which help them include career awareness in instruction.

3. Preventive Programming:
   a. Provide informational programs on critical issues related to developmental stages. Ex: drugs and alcohol, child abuse, suicide, latch-key, etc.

II. MIDDLE SCHOOL/JUNIOR HIGH GUIDANCE PROGRAM GUIDELINES

Guidance programs in the middle level school should include the following activities which are designed to address the three domains described earlier in this document--Personal/Social development, Academic development, and Career/Life planning. The program need not be limited to these activities.

A. Implementing: Personal/Social Development

1. Individual Counseling:
   a. Assess and analyze the student's level of functioning regarding social and personal development, particularly areas of self-esteem.
   b. Assist and clarify needs for social and personal growth.
   c. Share options and alternatives to satisfy needs.
   d. Monitor growth and re-evaluate progress where necessary.
   e. Intervene in crisis situations.

2. Small Group Counseling:
   a. Specify areas of need and concern specific to the school population.
   b. Select appropriate group members.
   c. Facilitate and direct group activities.
   d. Analyze and evaluate the group's effectiveness.

3. Self-Esteem Enhancement:
   a. Assess individual levels of self-esteem.
   b. Coordinate staff activities related to improving student self-esteem.
   c. Develop individual and group programs addressing low self-esteem.

4. Group Guidance Activities:
   a. Provide information services related to topical issues of concern and importance. Examples: aids, drugs, alcohol abuse, relationships.

5. Outreach/Referral
   a. Provide referral services to meet special needs.
   b. Coordinate activities of outside agencies which provide resources or services to students through the school.

B. Implementing: Academic Development

1. Individual counseling related to educational development:
   a. Test and evaluate student ability and achievement.
   b. Assist in placement of students in appropriate academic programs.
   c. Monitor educational progress.
   d. Clarify and assess educational direction.

2. Group Guidance:
   a. Develop positive study skills.
   b. Review courses/educational options.
   c. Planning activities for high school placement.

3. Consulting:
   a. Disseminate curriculum information to the public.
   b. Coordinate team approaches to solving academic problems.
   c. Coordinate activities related to outside resources involved in academic development.

C. Implementing: Career and Life Planning

1. Group Guidance
   a. Develop career exploration programs, consistent with age needs.
   b. Conduct values clarification and decision making activities.
   c. Link academic/course options to career/life goals.
   d. Assess academic and personal talents.

2. Consultation
   a. Provide information and discuss alternatives regarding career/life planning with parents.
   b. Organize and develop staff related activities to help them relate instruction to the world of work.

III. HIGH SCHOOL GUIDANCE PROGRAM GUIDELINES

Guidance programs in the high school should include the following activities which are designed to address the three domains described in this document--Personal/Social development, Academic development, and Career/Life planning. The program need not be limited to these activities.

A. Implementing: Personal/Social Development

1. Individual Counseling:
   a. Assess and analyze student's level of functioning regarding personal and social development, particularly areas of self-esteem.
   b. Assist and clarify needs for social and personal growth.
   c. Share options and alternatives to satisfy needs.
   d. Monitor growth and reevaluate progress when necessary.
   e. Intervene in crisis situations.
   f. Determine the need to refer for additional counseling or assistance if needed.

2. Small Group Counseling:
   a. Specify needs and concerns specific to the school population.
   b. Select appropriate group members.
   c. Facilitate and direct groups in decision making particularly in the area of self-esteem.
   d. Provide opportunity for personal and interpersonal growth.

3. Group Guidance:
   a. Provide information related to topical issues of importance. Example, drugs, aids, alcohol, relationships, etc.

4. Outreach/Referral
   a. Refer to other programs or agencies as needed.
   b. Coordinate services and resources offered by outside groups to students through the school.

B. Implementing Academic Development Standards

1. Individual Counseling:
   a. Test and evaluate student ability and achievement.
   b. Placement of students in appropriate academic programs.
   c. Monitor educational progress.
   d Assist in making decisions on selecting individual courses.
   e. Consult with teachers, parents and others concerning educational progress.

2. Group Counseling:
   a. Analyze study habits.
   b. Develop support groups or task oriented groups as needed.

3. Group Guidance:
   a. Disseminate information concerning course selection.
   b. Disseminate information concerning post high school education.

C. Implementing Career/Life Planning

1. Individual Counseling:
   a. Test and evaluate student interests, aptitudes and abilities.
   b. Assist students in finding the options available which are specific to their interests and abilities.
   c. Assist students in exploring careers that are of interest.
   d. Assist students in the decision making process required to select career areas.
   e. Provide a career and educational information center for students.
   f. Provide job placement services.
   g. Provide educational placement services.

2. Group Counseling:
   a. Help students with similar career or post-secondary school interests to explore those areas together.
   b. Help students identify career or life goals.
   c. Work with groups of students in the use of the career center.

3. Group Guidance:
   a. Introduce students to various careers.
   b. Disseminate results of standardized tests.
   c. Conduct testing activities.
   d. Use guest speakers as part of career exploration, getting to know college representatives, or being oriented to vocational school programs.

4. Consultation:
   a. Provide information and discuss alternatives regarding career/life planning with parents.
   b. Assist staff in relating classroom activities to the world of work.

D. Additional Services Recommended For High Schools

1. Consulting with parents, teachers, administrators relative to student needs.
2. Planning and conducting testing services.
3. Coordinating or assisting with record keeping.
4. Conducting and analyzing follow-up studies.
5. Establishing liaisons to make referral services effective.

IV. SUGGESTED PROCEDURES FOR COORDINATION OF SERVICES BETWEEN THE SCHOOL AND COMMUNITY

In order to enhance and expand the services provided by the guidance program in the school, the counselors must be aware of other services available to students. These services may be part of the district or State educational system, be community based, or provided by other agencies. Methods of accessing such services will vary from community to community. These suggestions are intended to help districts plan for coordination between the school and community. In order to establish communications with State and private agencies providing services for children and their families, and to assure access to these services for children-at-risk, several recommendations follow:

A. Each district should establish a central file of available community resources. This file should be managed by a designated resource person.

B. There should be multi-tiered meetings at the district level in which the issue of linking support services to children in schools is addressed.

   1. The district should establish a committee with a representative from each school to serve as liaison to community support services and meet periodically with a designated district coordinator (perhaps the person with responsibility for the district's resource file) to discuss improving linkages.

   2. The district should ask each private and government agency which offers support services for students to designate a liaison to meet at least annually with the district liaison committee.

   3. Districts should plan to participate in statewide or regional meetings held for liaisons from schools, districts, public agencies and interested private agencies to improve linkages.

C. Each district should develop procedures for handling students who are at-risk or in crisis. These procedures should address strategies for handling various types of problems (eg. developmental disabilities, child abuse, suicide, substance abuse, etc.) and should also address the appropriate level of response depending on the seriousness of the given problem. It is recommended that schools seek input in developing these procedures from the state and private agencies that offer support services.

D. School districts should consider the possibility of providing space where students and their families can receive services from State agencies on location within the district. Although this would initially require much inter-agency cooperation, it should enhance the chances of successfully working with at-risk students.

V. SUGGESTED PROCEDURES PROVIDING FOR INFORMATION SERVICES

The information services in guidance programs are becoming increasingly important. Current and relevant information is needed in order to help students become aware, explore and make decisions about careers and related post-secondary educational programs. Information needs vary from awareness at the elementary school level to career decision making for older students.

A. Each high school should establish an information center to be managed by the career guidance and placement counselor in cooperation with other members of the guidance staff. The center should be built around the computerized guidance information system which presently exists.

   1. The center should include, in addition to the computer, the traditional pamphlets, college catalogs, career descriptions and commercially prepared materials.

   2. The high school information center should be located where it is easily accessible by both counselors and students.

   3. The counselor should use trained student volunteers or para-professionals to work in the center to give the counselor time to provide the counseling assistance needed in order to put the information to its best use.

B. Counselors should take advantage of available labor market information, resource materials, and workshops provided by the Department of Labor, Office of Occupational and Labor Market Information.

C. Counselors should be encouraged to participate in computer workshops and training sessions coordinated by the Department of Public Instruction through the districts. Counselors at all levels need to develop skills in operating computers to be able to use computer software which relates to guidance activities.

D. Information services should make use of human resources which are presently available in the community. People and services provided by BIE/ERA will continue to be of increasing value by providing a reality link between education and the real world at all stages of career development, K-12.

E. The district should seek to deliver guidance and information services through various technology resources.
   1. Micro-computers should be available to access the state computer system as well as commercial software.
   2. Counselors at all levels should have access to video tape recorders and players, with camcorders to help in self-esteem development and to present guidance materials.
   3. Disc players should be considered for informational and program materials which are now being developed at all grade levels.
   4. Funds should be made available to purchase classroom and group guidance materials for elementary and middle school programs.